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ABSTRACT

This monograph is concerned with the problems faced by junior colleges in serving a diverse student population and in employing a diverse faculty. In regard to these problems, suggestions made by several professionals in the junior college field for in-service faculty improvement are presented. In reviewing their suggestions for faculty development programs, the author concludes that criteria to measure the effectiveness of such programs must assess the resultant change in student learning. Criteria suggested for such assessment stress clear goals, careful planning, the extent of institutional and individual change, accurate cost accounting, and effective communication of results. Major obstacles to achieving effective programs are seen as lack of time and money, faculty apathy, lack of communication with the administration, and poor planning of programs. (RC)

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THE STUDENT ROLE OF TEACHERS:

FACULTY DEVELOPMENT IN THE COMMUNITY COLLEGE

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FOREWORD

The rapid increase in community colleges has been generally noted in almost every state. The problems reported by faculty have been reported by such writers as Garrison, Johnson, and others (as well as by the faculty themselves). Little continued attention has been given, however, to the development of consistent programs of faculty inservice improvement. Such programs are necessary in order to encourage sensitive faculty who not only understand their roles as teachers but actively seek to improve their teaching.

Dr. Schafer has applied his knowledge and understanding of systems theory to the problems of inservice faculty improvement and has suggested an organized approach to inservice faculty development. His basic knowledge and understanding of the theoretical basis for his approach make this an outstanding presentation.

This monograph is a part of a series of studies which are devoted to improving higher education with special attention to the community colleges.

James L. Wattenbarger, Director
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The Community College--A Teaching Institution

Community junior colleges have established, through their philosophies and stated objectives, the goal of high quality instruction as a primary rationale for their existence. Faculty development programs for junior college teachers may serve as an adjunct to such quality instruction. This paper describes a study which examined programs of faculty development existing in a number of community junior colleges, and draws implications from that study for the improvement of such programs.

The place of quality teaching at the central core of purposes for junior colleges was pointed out as early as 1925 by Koos (35, pp. 23-24). Examining the statements of those writing on the junior college since that time, it may be seen that high quality instruction has continued to be a primary aim of these colleges. Eells, in 1931, stated that: "The junior college has little or no excuse for existence if it does not place prime emphasis on superior teaching, superior instructors, and superior methods of instruction" (13, p. 33). In 1960, Medsker again pointed to the need for excellent teaching (40). In the same year, Thornton said of the junior college: "Either it teaches excellently or it fails completely" (54, p. 42). In 1965, at a conference for beginning junior college presidents, Hunt stated that "... no college can be any stronger than its faculty" (29, p. 42). Crossland (11, p. 3), Garrison (16), Kinsinger (33, p. 32), Litton (36), Schroeder (52), and Williams (58, pp. 33-34) have further stressed the need for quality teachers and quality

teaching in the community junior college. As if in summary, Reynolds in 1964 stated: "... at the very heart of the whole junior college concept is the central core of superior instruction" (49, pp. 1-2). Reynolds went on to state: "If superior instruction has been regarded as important in the past; if it is of even greater importance in the present; there is abundant reason to concede that its importance will be further enhanced in the future" (49, p. 3).

In trying to provide the high quality of instruction that the community junior college concept demands, the college is faced with a number of obstacles. Among these are: (1) providing the best education to each student in a very diverse student body; (2) finding faculty members who have been specifically trained to meet the special needs of the junior colleges; and (3) finding enough faculty members to keep up with the growth of the junior college without sacrificing high quality instruction.

Thornton, in agreement with many concerned with the community junior college, assigned to the college five central purposes: "(1) occupational education of post-high school level; (2) general education for all categories of its students; (3) transfer or pre-professional education; (4) community service, including education for adults; and (5) the counseling and guidance of students" (54, p. 59). Student bodies in junior colleges are composed of individuals with a wide variety of socio-economic, occupational, and intellectual abilities. The educational and occupational goals of these students cover a broad spectrum, necessitating a broad range of programs and comprehensive guidance

services. "The heterogeneity of students places heavy responsibility upon the teacher....To an unusual degree, junior college faculty members must be proficient in recognizing and dealing with individual differences not only in curriculum building and in guidance but also in teaching" (30, pp. 213-216).

Another problem facing the community junior college is the diversity of its teaching personnel, in terms of their backgrounds in educational preparation and experience. The vast majority of junior college faculty members have experience teaching at, or have been trained to teach in, high schools or four-year colleges and universities. For instance, Mills reported in 1968 that 60.6 percent of the junior college faculty members in Florida had elementary or secondary school experience, and 33.8 percent had taught one or more years in a four-year college or university (44, pp. 47-48). As is discussed, later, due to the unique nature of the community junior college as an educational institution, teaching in such a college requires special skills. This may indicate a need for additional teacher training programs in the universities that are specifically designed to prepare instructors for community junior colleges. Until the time that such programs can provide the junior colleges with an adequate number of properly prepared teachers, however, other programs must be made available to provide quality instruction for the junior college student. Wattenbarger has pointed out: "In studies conducted nationwide which questioned junior college presidents regarding the weakest point that they found to be of concern relating to the professional competence of faculty members, there has appeared repeatedly this

comment: 'junior college faculty members do not understand, nor do they accept completely enough the junior college purposes and functions which have been evolved over the past fifty or sixty years'" (57, p. 47).

The growing difficulty of finding enough competent teachers to meet the demands placed on the colleges by their phenomenal growth, and yet retain the high quality of faculties that is so necessary, has been another challenge to the community junior college. Merson has said:

> As enrollments increase, as student populations become more heterogeneous, as programs become more diversified and as choice of goals become more complex, we will be sorely pressed to find enough highly qualified staff. We estimate a need for 100,000 new junior college teachers in the next decade. We must recruit them from many sources. They must be specifically prepared to fulfill the unique missions of this institution -- they won't arrive on our doorsteps fully qualified. We must help them to become properly oriented to the students and the challenges in this institution. And our biggest concern will be how we can keep their preparation current, their enthusiasm for teaching high, their pride in teaching undiminished, and their desire to help students unabated (41, p. 12).

Each of these problems demands solution. Faculty development programs may be seen as one means of working toward such solutions. At a 1961 conference for new junior college presidents, Wattenbarger pointed to in-service education, a major part of faculty development programs, as a solution to some of the special problems of teaching in a junior college (57, p. 47). Schultz at the same conference stated: "An institution cannot progress without an in-service program" (53, p. 28). In 1964, Reynolds pointed again to the importance of programs of faculty development: "Leadership is exercised through a variety of media. Among these...in-service instructional improvement" (49, p. 19).

From the discussion of the need for faculty development programs in community junior colleges, it can be seen that there is little disagreement on the importance of faculty development programs in helping the community junior college to proceed more effectively toward the attainment of its objectives. In a sense, the quality of the faculty development program may be looked upon as an indicator of the strength of the commitment that a given junior college has to high quality instruction.

In the winter of 1968, Roueche (50) stated that junior college faculty development programs are currently unplanned, sporadic, and loosely defined. Many authors, writing on the junior college, have referred to the need for continuous programs of faculty development.

Charlier provides a typical example (8, p. 26). Authors repeatedly stress the need for more definitive study of faculty development procedures, but few tried to fill this need. In the following paragraphs, studies generally related to the present one are presented, followed by other studies which are more closely related.

In discussing the competencies needed by junior college faculty members, Blocker noted that the potentially successful junior college teacher should have a master's degree and extensive experience in secondary or higher education (6, p. 15). Gleazer stated that we must revise master's degree programs offered by universities to include extensive seminar work. In addition, he indicated that an opportunity for an internship in the junior college should be provided (26).

Garrison was more specific in listing the abilities that the junior college teacher must have; he pointed to several indicators of a faculty member's effectiveness:

(1) The nature and extent of a faculty member's effectiveness and activity in committee or other faculty work;

(2) The faculty member's role in the initiation of student activities;

(3) Publications, books, articles, speeches, and monographs by the faculty member;

(4) The extent of a faculty member's responsibilities as a student advisor;

(5) The faculty member's ability to create and use teaching aids;

(6) Innovations and experiments which the faculty member uses in teaching;

(7) Receipt of grants for experimentation or further study by the faculty member;

(8) The extent of the faculty member's participation in appropriate professional organizations;

(9) The faculty member as an active citizen of the community;

(10) The faculty member's activities out of school that are related to his professional growth (17, p. 25).

Gordon and Whitfield saw the needs of this potentially successful teacher as a command of techniques and media; an ability to communicate effectively; and an ability to deal with a wide range of learning problems (23).

Unruh further pointed to the need for special training for junior college faculty members. He proposed the following program:

(1) A broad general education;

(2) At least a master's degree and an additional year without high specialization;

(3) Development of competence in dealing with students;

(4) Work in a junior college (55).

The American Council on Education (ACE) published a list of seven specific recommendations for basic programs of preparation and experience for faculty members in community colleges:

(1) A clear conception of the philosophy and background of these institutions, their relationship to the whole educational structure, and especially their place in the community.

(2) An understanding of human growth and development and of the special problems of age groups enrolled in these institutions.

(3) Adequate skill in curriculum construction, evaluation, and other areas related to the art and science of instruction in these institutions.

(4) Adequate supervised teaching experience--at least a quarter or a semester--in the type of teaching in which they are planning to engage. This experience should include participation in various kinds of non-classroom activity, such as counseling and committee work. Whenever possible, it should include part-time internship or a part-time position under appropriate direction.

(5) A clearly balanced appreciation of both the occupational and general educational services of these institutions.

(6) For occupational instructors, occupational competence--which includes practical experience--with due recognition of this practical occupational experience.

(7) For instructors in fields of general or academic education, competence in their special fields, and also in broad functional fields (for example, in "social factors in the life of the community" as well as in history and social sciences; or in the humanities; or in "health in the community" or "conservation of human resources in the community" as well as in the biological sciences, etc.)--with practical experience also in community service agencies, on newspapers, in camps, or the like (2, pp. 12-13).

It may be observed that there is an agreement that the junior college faculty member needs preparation in a variety of highly specialized skills. The problem

exists in finding teachers who are specifically prepared for the junior college task.

In 1950, Koos showed that less than 10 percent of junior college teachers had, in their pre-professional coursework, so much as one course on the junior college (34). In 1956, Maul stated that a full third of the then employed junior college teachers had come to the junior college from high school teaching, with little or no specific preparation for the junior college (37).

In a study of faculty members in Florida's junior colleges completed at the University of Florida in 1968 by Mills, several interesting findings were presented (44). Mills administered a comprehensive questionnaire to the faculties of Florida's twenty-six junior colleges and compared their responses to responses received by Montgomery on a similar questionnaire in 1962. Mills asked: "How many formal courses have you taken which were specifically designed to prepare you for teaching in a *junior college* in contrast to teaching at some other level of education?" On a statewide basis, he found that 54.22 percent answered "none" as compared with 37 percent in 1962. He then asked: "How many informal or non-credit courses have you taken which were specifically designed to assist you in teaching in a *junior college* in contrast to teaching at some other level of education?" Mills found that only 19.5 percent had such courses as compared with 31 percent in 1962. Mills continued: "Have you had specific course(s) dealing primarily with *junior college* curriculum and purpose?" In response, 60.2 percent answered "none" compared with 44 percent in 1962. When Mills asked: "Have you ever participated in an in-service program where considerable

attention was directed to junior college curriculum and purposes?" he found 62.3 percent answered "none" compared with 37 percent who had answered "none" to Montgomery's questionnaire in 1962.

The gaps in the preparation of the individual teaching in junior colleges today could be met in large part by in-service programs of faculty development. Dotson stated: "If the public junior college is to preserve many of its valuable and unique characteristics, careful attention must be given to a continuing in-service training program for all teachers" (12, p. 498).

In 1962, Garrison stated: "To have a college that is a learning place for teachers is a prime administrative responsibility" (15, p. 520). Also, Garrison wrote that the junior college was a unique institution with unique problems (19). He pointed out that if teachers do not continue to learn, then neither will students continue to learn (17). More recently in pointing to the need for opportunities for professional growth of faculty, Garrison wrote: "Most especially at this point in the development of the junior college movement, his (the teacher's) needs, the problems he identifies as pressing require first priority and continued urgent attention from his administration; from the boards who allocate funds for the colleges, from the legislatures (state and national); from his own immediate administrators, and--eventually--from the public which pays the bills and is expecting the benefits of the educational opportunities provided by these institutions" (18).

The National Society for the Study of Education (NSSE), in 1957, provided a comprehensive overview of in-service education for public schools in their

annual yearbook (26). No such work has as yet been published in the area of faculty development for the junior colleges. A number of authors, however, have written their opinions of what they feel would be the most appropriate types of faculty development for the community colleges.

Rapp pointed to the teacher as the prime mover in programs of faculty development leading to the improvement of instruction. He stated that changes in the direction of such improvement of instruction must start with the teacher. The methods he described include the setting of carefully planned and highly specific goals, continuous and comprehensive evaluation, and a series of workshops at the various levels of organization in a junior college system. The program he proposed is to help the teacher know his designated subject, know his students, and work toward the improvement of his instruction (48).

Bard apparently believed that a program for the improvement of instruction should be designed to concentrate on the multiple facets of the total instructional program. Goals should be clearly defined within the instructor's capabilities. The planned curriculum for each course should be soundly written in scope and sequence, up to date, and within the policy requirements of the college. Content should be sequenced in a manner that makes the attainment of course goals likely. Course materials should be within the realm of the teacher's competence. Additional attention should be focused on careful day to day planning, quality instruction in the classroom, quality instructors who are adequately prepared to meet the task of teaching in the junior college, and quality materials and tools for instruction (4).

Chapman stated: "The first order of business should be providing teaching tools for the faculty, and creating an institutional climate to professional growth of all" (7, p. 35). Improvement must, as he saw it, focus on the teacher, the curriculum, and the media of instruction.

Cohen placed research in a position of importance in faculty development programs for improving junior college instruction: "In the University, research is for the purpose of finding new knowledge; junior college research, whether conducted by instructors or by other directors, is generally geared toward seeking better ways to help students learn" (9, p. 21). Research for improving instruction could contribute by helping the teacher to develop the ability to:

(1) set objectives;

(2) measure learning effectively;

(3) plot learning sequences in terms of the objectives set;

(4) diagnose accurately the learning problems of junior college students (9).

Forbes placed additional emphasis on the place of research in a junior college program of faculty development: "Specialized research, whether resulting in publication or not, is a necessary part of such continuing education. Without research experience, the instructors cannot adequately guide potential majors in his field, nor can he communicate the meaning of his discipline to the nonmajor" (14, p. 9). He went on to enumerate additional areas which should be included in a program designed to improve instruction. Included were:

(1) comprehensive professional libraries;

(2) encouragement of conference attendance by junior college faculty members;

(3) merit salary for excellence in teaching or research by faculty members;

(4) no encouragement for work outside of a teacher field, i.e., courses toward certification in administration;

(5) establishment of committees to evaluate teaching effectiveness;

(6) professional rank as a reward for excellence in teaching; and

(7) reasonable teaching loads for faculty (14).

Gleazer stated that we must provide the junior college faculty member with a deep understanding of the junior college philosophy if we are to work toward quality teaching in the junior college. Gleazer saw the experienced teacher as having a major role in a potentially effective faculty development program: "...there can be found a cadre of leadership among junior college teachers which must then be used in the training of other teachers" (21, p. 4).

Hollenbach placed the summer institute in a primary position as the most effective means for faculty development programs leading to the improvement of instruction. He pointed to the seminar, held cooperatively by several institutions, as the technique for orienting newly employed faculty members that held the most promise for the junior college (27).

McDaniel stated that the only real improvement of college teaching would come from actual changes in the behavior of the instructors themselves. This could come about only if the planning of that improvement is done by the

individual teacher (38). McDaniel also wrote that a program of faculty development must place strong emphasis upon an economy of the teachers' time. Such a program must further be based upon sharp, clearly defined goals (39).

Pyle placed the primary responsibility for improvement in the junior college teaching profession upon carefully designed degree programs within the universities. If these programs did not fit the needs of the profession, he suggested several types of in-service activities in the faculty development program. Among these were:

(1) seminars on problems and processes;

(2) intervisitation within each college; and

(3) comprehensive programs of supervision (46).

Colvert presented an extensive list of possible techniques for faculty development programs for junior colleges. He gave several examples of their use and he pointed out where they have apparently been effective. Colvert apparently did not, however, base his recommendations upon either systematic observation or upon sound theory (10).

Sarko took a somewhat different view of how the problems of teaching in a junior college might be solved. It should be noted that his opinions and those of Vairo, which follow, were neither shared by most authors in the junior college field nor by this writer. Junior colleges, according to Sarko, have been hurt by strong local control. They have been further hurt by the lowered standards which follow as a consequence of such control. They should, to solve their

problems, rid themselves of their community orientations so that they may become truly academic institutions. The junior colleges have been further stifled by ill-prepared students. Herein lies a need for raising standards. The junior colleges must do this if they are to function as academic institutions of higher education (51).

Vairo, in comparing the faculties of junior colleges with those of four-year colleges and universities, found several shortcomings of the junior college teacher. Junior college instructors have not published as widely as their university colleagues; they have not held as many doctorate degrees; and they have not had as much experience in institutions of higher education. Faculty development programs for improving instruction should be aimed at correcting these deficiencies (56).

In 1963, Miller and Wilson conducted a survey of faculty development procedures in small southern four-year colleges. They ascertained the characteristics of the then current institutional practices in faculty development. In a series of interviews, they sought to determine how such programs affected adjustment, productivity, and morale of faculty members. They concluded that, in the main, these programs were poorly coordinated and lacking in creativity (43).

In 1965, Quint did a study of practices in the supervision of instruction in public junior colleges in the northwest area of the country. He concluded, on the basis of a very low return of a single questionnaire, that only a moderate amount of supervision of instruction was being used by junior colleges at the time of the study (47).

Kennedy in doing a study of the preparation, orientation, and acceptance of part-time instructors in junior colleges in Illinois and Maryland found: "... only two institutions in each state had any identifiable orientation program for new part-time instructors" (31, p. 15).

Gleazer recently reported growing interest in research on faculty development in the junior college. He reported that Singer is directing a one-hundred-thousand dollar Carnegie Foundation grant on faculty development. In addition, according to Gleazer, the Education Professions Development Act (EPDA) has recently provided twenty-one million dollars for work in this area (20). This review of related literature shows that comparatively little research has been done to determine a means for implementing a faculty development program which is based upon either sound theory or empirical evidence.

Prior to the initiation of the study described below twelve administrative personnel at the level of dean or above were questioned regarding existing programs for faculty development in their six respective junior colleges. As these administrators perceived them, with no exceptions, faculty development programs specifically designed for the improvement of instruction were weak in their respective junior colleges. In attempting to explain the weakness of the programs offered, two comments were made repeatedly by those interviewed: (1) the funds for a comprehensive faculty development program were just not available in the past; and (2) with funds now becoming available, the major problem was to find appropriate means for utilizing the funds for their intended purpose. The study

was designed to evolve an empirically supported, theoretically based plan for the utilization of faculty development funds which may provide some guidelines to help in solving this problem.

The Florida Study

The purpose of this study was to develop a rationale for planning systematic faculty development programs as a means for improving instruction in public community junior colleges. Answering the following questions was the major problem in the study:

(1) As perceived by faculty and administration

   a. What programs are now available in the college which are specifically designed for the improvement of instruction?

   b. What types of faculty development programs would be most effective in improving instruction?

(2) What theoretically based model can be developed which may provide a means for implementing programs of instructional improvement, leading toward the professionalization of faculty?

(3) What guidelines can be offered, based upon such a model, for organizing a systematic program of faculty development leading to the improvement of instruction?

In attempting to find a solution to the main problem in this study, additional questions were encountered:

(1) What should be the primary aims of a faculty development program?

(2) What are the primary obstacles to setting up a program of faculty development?

(3) What programs for the improvement of instruction, now being used, should be improved and extended?

(4) Which programs, now being used, should receive less emphasis?

(5) What differences or similarities exist between how faculty and administration perceive faculty development programs for the improvement of instruction?

(6) What valid conclusions and recommendations can be drawn from the findings of this study which might be useful to junior college officials for planning and implementing faculty development programs?

(7) How may social systems theory be applied to the community junior college in developing a conceptual model for faculty development programs leading toward the improvement of instruction?

The study was conducted in Florida's community junior college system which has had phenomenal growth since the establishment in 1933 of Palm Beach Junior College as Florida's first public junior college. In the fall of 1968, there were twenty-seven junior colleges in the State's system enrolling more than 113,000 students (1, p. 69). These institutions admit anyone with a high school diploma with relatively low tuition charges to the student. They offer programs designed for transfer to four-year colleges or universities, a broad range of vocational-technical programs, comprehensive guidance services, adult classes and other community services, and a broad general education for all of their students. The results of the study have implications for junior colleges wherever they might be found.

The instrument employed in the study (Appendix A) was a structured interview guide developed to determine:

(1) What opportunities existed in each junior college for the in-service improvement of instruction at the time of this study?

(2) What were the perceived needs of faculty members and administrators for faculty development programs?

(3) What were the previous experiences of faculty members and administrators with faculty development programs?

(4) How could the needs for faculty development programs be classified into a meaningful pattern in terms of currently accepted theory?

The instrument was a modification of a questionnaire used by Miller and Wilson (43, pp. 124-129) in their study of small southern colleges, with the recommendations of the American Council on Education (ACE) (2, pp. 12-13) for programs of preparation and experience for faculty members in community colleges being incorporated. Additional items relating to current practices in junior colleges were added after reviewing past issues of the *Junior College Journal*.[1] The preliminary instrument was reviewed by six junior college faculty members and administrators, revised and then field tested with a sample of opportunity of community college faculty members. The interview schedule as revised contained seventy-six items in fourteen topical headings relating to faculty members' backgrounds, objectives and problems in faculty development programs at each institution, and current practices, programs, and problems of faculty development at these institutions, all as perceived by those faculty members and administrators interviewed.

The president of each junior college in the sample was notified that his institution had been selected, and permission to conduct interviews on the campus was requested. Each faculty member or administrator to be interviewed was contacted before the interview and an appointment time set. The length of the actual interviews ranged from twenty to eighty-five minutes, depending upon the responsiveness of the individual being interviewed. The interviewees were each

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[1]This review included all issues of the *Junior College Journal* published from 1960 through 1968.

told that his response would remain confidential. During the interview the interviewees were restricted in their responses only by the nature of the structured interview guide. Where a given faculty member or administrator was not available for interview, an alternate was contacted. These alternates had been preselected at random in a manner identical with that for selecting the original person to be interviewed.

The interview guide was administered in personal interviews with a sample of seventy faculty members and administrators in Florida's junior colleges. The sample was representative of all such individuals with a 95 percent interval of confidence and ± 4.2 percent sampling error.

The information received in the interviews was coded and tabulated by hand for items, 1, 2, 4, 5, 6, 7 and the practices portion given in response to item 8 on the interview guide. Other data were coded and punched on cards for analysis on the IBM 360 computer at the University of Florida Computing Center. The analysis included:

(1) a tabulation by frequency and percentage of each response to a given item;

(2) a mean response for the item;

(3) a standard deviation on the item;

(4) two chi-square analyses on each item.

The analyses compared the responses of teachers and administrators, and those with one year of experience, two to four years experience, and five or more years experience on each item in questions 3 and 8 in the interview guide.

The Findings of the Florida Study

The sample for the study consisted of 78.6 percent faculty and 21.4 percent administrators. The majority of the respondents, 70 percent, were male. The average age was 40.76. Ninety percent held master's degrees or above. Junior college faculty members and administrators had previous experience in a variety of educational institutions. Among those interviewed there were 62 percent who had experience in elementary or secondary schools. Thirty point one percent had previous experience in the armed forces, government, or industry. Experience in four-year colleges or universities was mentioned by 31.6 percent of those interviewed. It was found that 86 percent had taught in some other junior college, and that 70 percent had been in their present position four years or less. Most replied that they had little or no specific preparation for teaching in a junior college.

The majority of those interviewed stated that the primary aim of a faculty development program should be to improve the quality of instruction. Other aims cited were: to improve a faculty member's depth in his discipline; to improve each faculty member's ability to meet the needs of junior college students; to create an enthusiastic, well coordinated faculty; and to get the faculty to understand and be enthusiastic about the philosophy, goals, and purposes of the junior college.

The two main obstacles to setting up an effective faculty development program that were most frequently mentioned were time and money. Faculty apathy, a lack of communication between faculty and administration, traditions not

compatible with progress, poor planning and organization were also seen to stand in the way of effective programs.

Only one practice not available at the time of the study which the respondents believed should be added to a faculty development program was mentioned by more than 10 percent of these individuals. Faculty seminars and special courses were mentioned by twenty interviewees as having an important place in such programs. These seminars should be directed to filling the felt needs of faculty. Several such needs were mentioned, including the preparation and use of audio-visual materials, the community college and its place in the American educational structure, subject matter directed seminars, and new approaches to teaching.

Of those practices mentioned in interview question 3, several were seen by respondents to be especially valuable. *Assistance to the faculty to continue graduate study* and *private offices for faculty members* received mean ratings over 8.05, "very worthwhile." *Sabbatical leave for faculty members, annual financial assistance for the faculty to attend professional meetings, extended leaves of absence for the furthering of professional growth.* Each of these items was rated between "good" and "relatively effective" above 6.50.

Of the eleven items in question 8, respondents rated the value of offering programs in these areas as "good" or better in all but three cases. *Giving an orientation to the wives of new faculty, providing social activities, especially for introducing new faculty,* and *providing new faculty with information about the characteristics of fellow faculty and the student body,* all

received mean ratings below 7.0. There was considerable disagreement on the value of practices in each of these areas at the time of this study. This was but one of several areas in which communication about the goal of a specific program appeared to be a major problem.

Not one of the eleven areas in question 8 was rated as "relatively effective." The highest mean rating, 6.88 on *assuring faculty members freedom of action, thought, and expression,* fell just below this category.

Faculty members and administrators differed in their perception of the potential value of only one item in question 3 and 8, *an active faculty committee charged with improving instruction,* with faculty rating the practice of much lower potential value. There was substantial agreement on the potential value of *assistance to the faculty to continue graduate study, sabbatical leaves for faculty members, stimulating the flow of innovative ideas and suggestions for the improvement of the college,* and *assuring the faculty members freedom of action, thought, and expression.*

The two groups of respondents differed in their perceptions of the effectiveness of several practices available at the time of this study. The effectiveness of *an organized series of discussions of teaching in a junior college, providing faculty members with continuing personal assistance in solving their teaching problems, assuring faculty members freedom of action, thought, and expression,* and *giving faculty members non-professional aides for the routines related to teaching* were all perceived differently by faculty members and administrators. More careful evaluation of the effectiveness of all practices in faculty

development programs was strongly indicated throughout this study. The disagreement between faculty and administrators on the effectiveness of these practices was reinforced by comments from many of those interviewed. Most of these comments indicated that poor planning of inadequate funding lead to relatively low ratings of effectiveness. Several faculty members stated that such programs, were often initiated without involving the faculty and therefore had received little support.

When the sample was sub-divided into individuals with one year of experience, two to four years of experience, and five or more years of experience, they differed in their perception of the potential value of four items. *A lightened load for first-year teachers, the use of experienced teachers with first-year faculty in developing instructional techniques, a professional library for the faculty,* and *an active faculty committee charged with improving instruction* were rated as having different potential values by the three groups. Once again ineffective communication of previous unsatisfactory experiences with such practices lead to low ratings.

The experience sub-groups differed in their perceptions of the effectiveness of *a lightened load for all first-year faculty; giving the new faculty member information about the total junior college, its aims, its philosophy, and its policies and regulations;* and *helping faculty to become sympathetic with and concerned about the philosophy, aims, and purposes of the junior college.* Each group agreed on the effectiveness of *a faculty handbook.* No one thought they were especially effective.

Some Theoretical Considerations

Faculty development programs in Florida's junior colleges have been organized in the past by a variety of methods. Junior college presidents, academic deans, concerned faculty members, and others have all devoted time to the planning and implementation of such programs. This section contains a conceptual model of the junior college and a planning technique which may assist them in their efforts toward organizing these programs in the future.

The Junior College as a Social System

A model of the junior college as a social system is presented in this subsection. Griffiths (24, p. 44) describes any conceptual model as a description of a set of data in terms of a given system of symbols, including relations of the symbols according to the rules of that system.

The system of symbols which is conceptualized as social systems theory was first proposed by Bertalanffy in 1955 (5), although it was earlier alluded to by Homans (28). More recently Hearn stated:

> General systems theorists believe that it is possible to represent all forms of inanimate and animate matter as systems; that all forms from atomic particles through atoms, molecules, crystals, viruses, cells, organs, individuals, groups, societies, planets, solar systems, even the galaxies may be regarded as systems (25, p. 38).

Hearn went on to state:

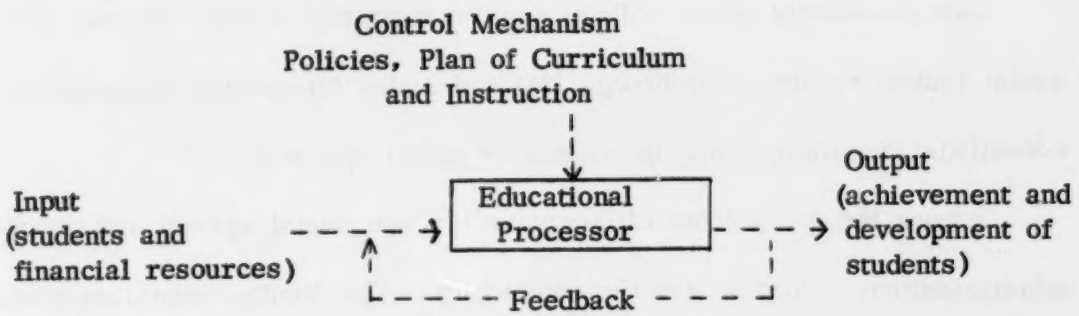
> Each system consists of objects which are singly the parts or components of the system; there are attributes which are the properties of the objects; and there are relationships among the objects and attributes which tie the system together (25, p. 39).

The community junior college may be examined through the use of such social system theory. Kimbrough (32) and Andes (3) provide examples of how educational institutions may be viewed as social systems.

Among the components of the junior college social system are the faculty, administration, students, and the community. The faculty, administration, and students may each be considered as sub-systems; the community may be considered as a part of the supra-system. Each of the sub-systems may be further sub-divided into component sub-systems, i.e., academic and student affairs, divisions, departments, faculty cliques, and eventually each individual in the system. Homans described such a system as follows: "...the activities, interactions, and sentiments of the group members, together with the mutual relations of these elements with one another...constitute what we shall call the social system" (28, p. 87).

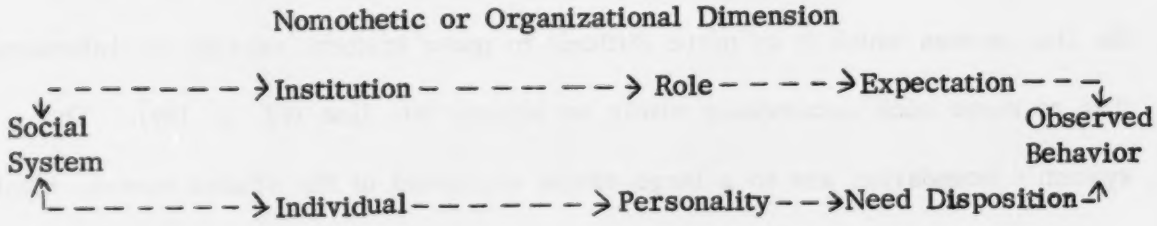
Each system has a boundary. These boundaries should not be considered as the walls of offices or classrooms, but, rather, as concepts in the minds of those involved in the system. Miller describes the boundary of the system as the line across which it is more difficult to move matter, energy, or information than to move such components within or without this line (42, p. 194). The system's boundaries are to a large extent composed of the shared mores, ideals, norms, and goals of the sub-system.

Optner provides a simplified computer model of the social system which may be useful in analyzing social systems (45). Kimbrough illustrates this model as follows (32, p. 36):



Within this model one may visualize the junior college as the educational processor. Faculty development programs are an additional input to the system that may become a means for facilitating the process, effectively utilizing feed - back, and improving the quality of output.

If we visualize the improvement of instruction as one of the organizational expectations of the junior college, an illustration discussed by Kimbrough may help in developing methods which would facilitate the attainment of this goal. He described Getzel's conceptualization of the school social system in terms of two dimensions: (1) the organizational or nomothetic dimension and (2) the personal or ideographic dimension (32, p. 35).



Leadership in programs of faculty development will effect real changes in the system only to the extent that congruency can be attained between the organ-

izational expectation of instructional improvement and faculty need dispositions in this area.

Most persons interviewed in this study agreed initially that the primary aim of a faculty development program was to improve the quality of instruction. The practices they valued most highly did not, however, relate directly to this aim. The need dispositions of faculty would tend in time to separate the ideographic and nomothetic dimensions due to their somewhat selfish nature. Those responsible for faculty development programs must provide inputs to the system through these programs that can meet both nomothetic expectations and individual need dispositions toward instructional improvement.

As an example, we may examine the use of consultants in faculty development programs. In most instances, faculty members indicated that past experience with consultants was often worthless. They saw little reason for expecting improvement in the future. One who wishes to place the ideographic and nomothetic dimensions in congruency so that the resultant observed behavior will be improved instruction must carefully analyze both organizational expectations and individual need dispositions toward consultants. The consultant not only must please the administration, but he must also be seen by the faculty as contributing toward their growth as individuals.

Homans wrote about three essential components of the social system when he described the small group (28). He stated that interaction between group members, sentiments of those making up the group, and the activities of those

within the group must be considered in describing the functioning of human social systems.

Figure I provides an illustration of how system components may relate to the functioning of faculty development programs in junior colleges.

Such programs may be considered as activities initiated through faculty-administration interaction, which contribute to improved interactions, sentiments, and activities between students and faculty. Faculty development programs may result in improved system outputs in terms of faculty growth, student growth, and improved interactions with the community environment. Or, where the potential effect on various subsystems of such programs is ignored they may be dysfunctional. They may in fact strengthen barriers to effective communication between faculty, administrator and students. Such was the case where sabbatical leaves were introduced at one institution in the study. The decision to establish sabbatical leaves was apparently made at top administrative levels. The faculty were not involved in the decision to establish the practice, or in setting criteria for the awarding of such leave. In each interview at this institution, with one exception, a feeling of resentment toward this practice was expressed. It was stated that these funds could more appropriately be expended for additional teaching resources, lightened loads or for student financial aid. The one exception rated this practice as extremely valuable. This individual had recently been notified that he would receive a sabbatical leave.

Several institutions showed wide variation in faculty response to the value of "periodic evaluation of the faculty for the improvement of instruction."

KEY

A = Gross College Inputs
- Personnel
  - Students
  - Faculty
  - Administration
  - Staff Employees
- Resources
  - Fiscal
  - Material
- Information
  - Law
  - Policy
  - Community Opinion
  - Intangible Learning Resources

B = Gross Outputs
- Personnel
  - Student Growth
  - Faculty Growth
  - Community-College Interactions

C = Initiation of Faculty Development Program
- Inputs
  - Financial Resources
  - Materials
  - Administrative Leadership
  - Faculty Need Dispositions
  - Organizational Goals
  - Faculty-Administration Interaction

D = Implementation of Faculty Development Program
- Faculty Response and Change

E = Effect of Faculty Development Program
- Changed Faculty Competencies
- Changed Faculty Attitudes
- Improved Information Flow
  - Faculty - Administration
  - Faculty - Student
  - Student - Administration

Social System Processes
- a = faculty input
- b = faculty output
- c = student input
- d = student output
- e = administration input
- f = administration output

Social System Information Flow (including sentiments, activities, interactions).
- g = faculty - administration
- h = faculty - student
- i = student - administration

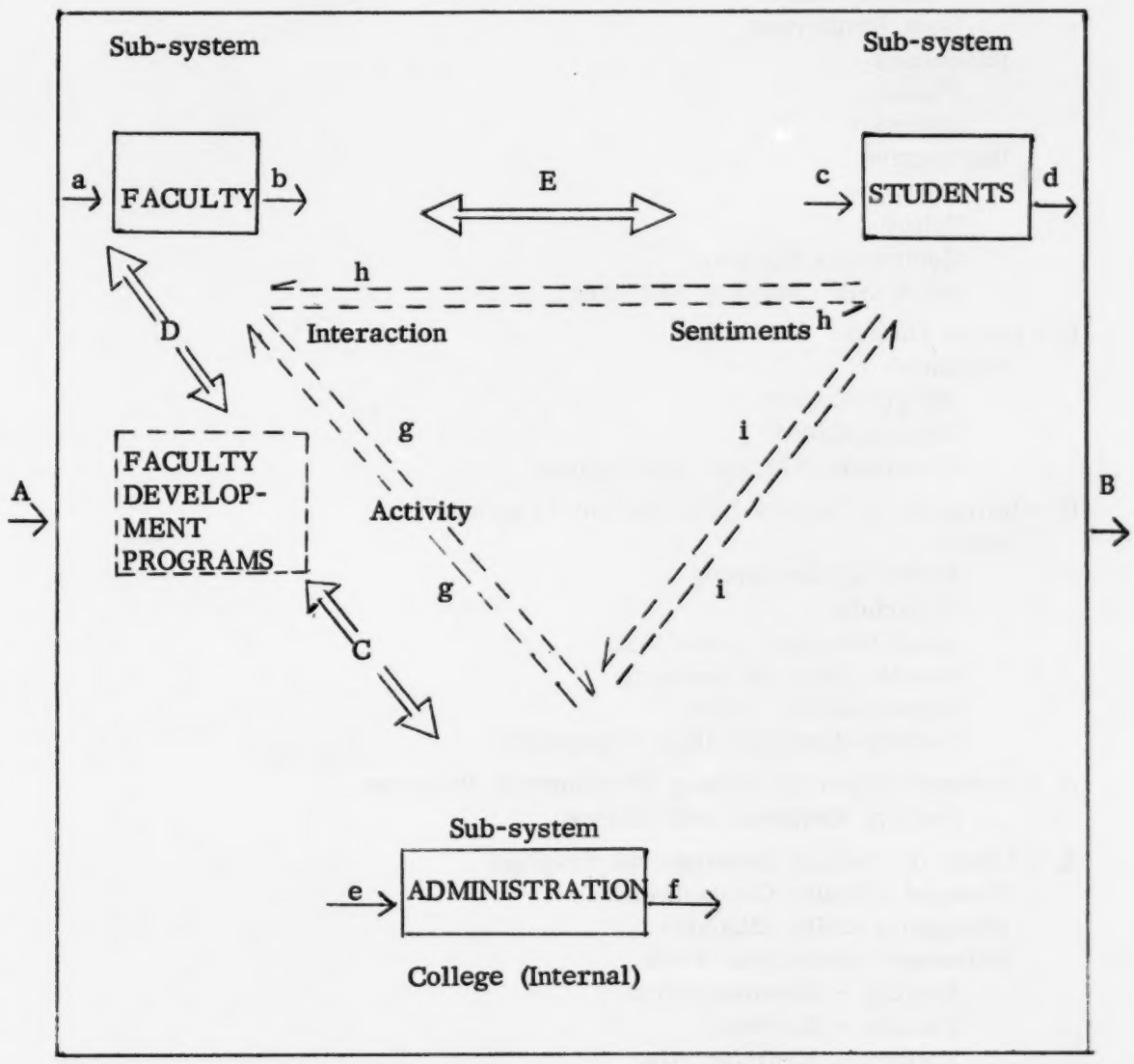


FIGURE I

FACULTY DEVELOPMENT PROGRAMS IN THE
COMMUNITY JUNIOR COLLEGE SOCIAL SYSTEM

At one such institution the reaction was stated in emotionally charged phrases that were highly negative toward the practice. Such evaluation consisted of a department head visiting each classroom twice during the quarter, with salary being based in part on the evaluation. Faculty members stated they had no idea what went into the evaluation, nor had they received any indication of their performance until they were notified of their salary for the next year.

At another junior college the faculty evaluation system had been evolved over a period of time by a committee of five faculty members, two administrators and two students. The individual evaluations consisted of the administration of an instrument on which students evaluated the instruction in each course, regular monthly visits by the department head followed by a conference the same day, visits by a committee of three fellow faculty members twice during the term, and a self-report form. The results of each of these components were discussed with individual faculty, and reported in department meetings without names on a regular basis. The reports focused on weaknesses in teaching technique, relationships with students and the use of instructional resources. Each criticism was reported with several alternative suggestions for the improvement of instruction in each of these areas. Not surprisingly "periodic evaluation of faculty for the improvement of instruction" was rated highly by those interviewed at this college.

Thus, several elements discussed earlier in this paper may be seen to interact in bringing changes to the junior college as a social system. Careful planning of interactions between such system components as:

(1) faculty
(2) administration
(3) facilities
(4) aims of a faculty development program
(5) obstacles to an effective program
(6) the existing mores, ideals, and norms of the system

will be necessary to create the desired changes. A technique is proposed in the sub-section that follows which may be of assistance to those involved in such planning.

The Planned Faculty Professionalization Technique

There have been a number of techniques developed to facilitate the functioning of the formal organization as a social system. In 1958, the Navy developed the Program Evaluation and Review Technique (PERT) for its Polaris missile program. Since that time, each technique developed has been designed to help the system handle "things" more efficiently and effectively. The Program Planning and Budgeting System (PPBS) used in budgeting and business affairs, provides an example. Little has been done to date in designing techniques that will help the system provide support for its essential components, people, more effectively. The Planned Faculty Professionalization Technique (PFPT) is proposed as a technique to facilitate instructional improvement for these components in the junior college social system.

As alluded to earlier in this study, poor planning is seen as one of the main obstacles to an effective faculty development program. Planning in PFPT has several dimensions. First, careful development of institutional objectives

in faculty development must be achieved. System-wide planning should include a careful assessment of the facilities, physical and human, that are available. Secondly, planning must be carefully done so that the balance of the system will not be thrown toward entropy by the involvement of system components in this new technique, PFPT. Thirdly, assessment of individual growth objectives on the part of each faculty member is essential to the functioning of PFPT. The faculty member, working with his immediate supervisor and colleagues, should define for himself specific and concise behavioral objectives which, when reached, will help to improve the quality of his instruction.

Each individual faculty member should then be provided with background meterials that will help him in assessing those activities which will assist him in reaching his goals. A series of alternative means must be incorporated within the PFPT plan of the individual faculty member to reach the specific goals so that coordination between PFPT plans can be facilitated. Each alternative pathway to reaching individual growth objectives should also include time estimates of the most likely date for completion, the earliest possible date for completion and the latest expected date for completion of the pathway.

The specific objectives of each faculty member, their relationships to one another, and the alternative pathways for reaching these objectives should be set forth in a standardized manner. The faculty member and his immediate superior should be in a position to prepare a PFPT form, which will be, in fact, the individual professional growth plan for the faculty member. A possible, although somewhat abbreviated example of such a form is presented in Figure 2.

Individual PFPT Form

Name _____ Date _____

Division _____ Department _____

Assisting Supervisor _____

I. In the space below specify your objectives for professional growth during the next three years:

1. _____
2. _____
3. _____

II. List alternative methods (pathways) in order of priority for reaching these objectives:

Objective No. ____

Programs Desired	Earliest Date of Completion	Expected Date of Completion	Latest Date of Completion
1. _____	____	____	____
2. _____	____	____	____
3. _____	____	____	____
4. _____	____	____	____

Objective No. ____

Programs Desired	Earliest Date of Completion	Expected Date of Completion	Latest Date of Completion
1. _____	____	____	____
2. _____	____	____	____
3. _____	____	____	____
4. _____	____	____	____

Objective No. ____

Programs Desired	Earliest Date of Completion	Expected Date of Completion	Latest Date of Completion
1. _____	____	____	____
2. _____	____	____	____
3. _____	____	____	____
4. _____	____	____	____

Figure 2

Individual PFPT Form (Page 2)

Name _____

III. In the space below describe briefly how each program (II) is expected to contribute to the attainment of a specific objective for professional growth.

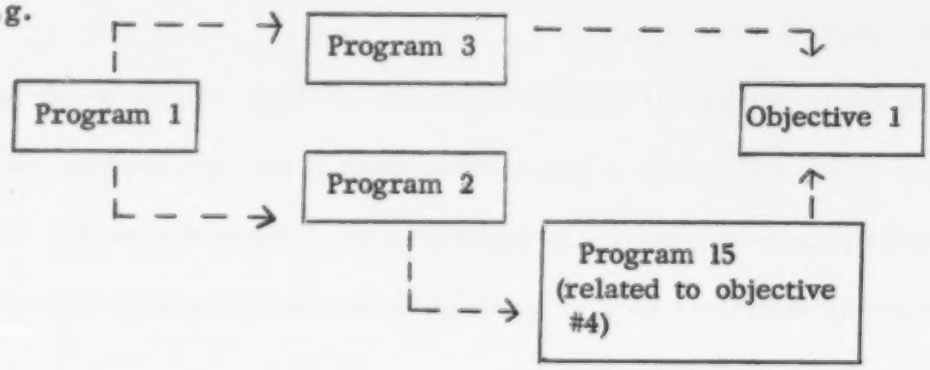
Objective No. _____
- Program No. ___ _____
- Program No. ___ _____
- Program No. ___ _____
- Program No. ___ _____

Objective No. _____
- Program No. ___ _____
- Program No. ___ _____
- Program No. ___ _____
- Program No. ___ _____

Objective No. _____
- Program No. ___ _____
- Program No. ___ _____
- Program No. ___ _____
- Program No. ___ _____

IV. In the space below visually chart with blocks and arrows the relationship of specific programs to a given objective:

e.g.



V. Attach a brief evaluation of how the programs completed have contributed to the attainment of your professional growth objectives.

The individual growth objectives, Section I of the form, may be specific competencies such as audio-visual techniques, organizing lectures, writing of behavioral objectives, interaction analyses, use of criteria in evaluation, etc.

The "Program Desired" section of the form should be completed as alternate pathways for each individual growth objective. For instance, if we choose the individual growth objective "writing behavioral objectives" the program desired could be:

1. A series of workshops with other faculty interested in this area;
2. A leave of absence to study the writing of behavioral objectives at the university;
3. Working with a consultant on an individual basis; or
4. Using a set of instructional materials.

The third section of the form is designed primarily to help the individual faculty member see the relationship between his goals and the means he has set aside for reaching those goals.

The fourth section is designed to provide a visual display of the pathways taken toward the fulfillment of growth objectives. The fifth section, although brief, is extremely important. It provides a brief evaluation so that others with similar growth objectives have a better basis for decisions upon alternative pathways for reaching those objectives.

The college administrator is responsible for coordinating the individual PFPT plans of faculty members with the institutional objectives. This administrator must remain cognizant of the tendency of organizational expectations and

individual need dispositions to diverge. On the basis of this information, he may then plan those activities that would most effectively and efficiently reach both institutional and individual objectives. The individual PFPT forms should be coordinated and examined for commonalities. Keeping in mind the programs desired, the priorities faculty members have set on these programs, how each program may contribute to the attainment of organizational objectives and the facilities available, he must then set institutional priorities for programs to be offered by the college. The administrator should then prepare an institutional PFPT form. This form should include a flow chart of specific institutional objectives, a list of programs to be offered (including the earliest date, most likely date, and latest date of completion), a rationale for the priority given to the programs, and a flow chart of the programs offered, their relationship to institutional objectives, and an evaluation of their effectiveness.

While evaluation through PFPT involves assessing which of the specific faculty and institutional objectives have been reached, the primary aim of each of these programs is to contribute to the improvement of instruction. The programs themselves should be evaluated on that basis.

The faculty is an essential component of any program for the improvement of instruction. The junior college must seek faculty members who are true professionals. That is, those teachers who recognize that there are areas in which they could improve. Furthermore, these individuals should have the desire to seek the means for such improvement. PFPT is designed to help the junior

college to assist such teachers in their professional growth by offering programs to meet their individual needs. As such, it becomes the Planned Faculty Professionalization Technique.

Conclusions

The primary aims of a faculty development program are all related *to improving the quality of instruction*. The major criterion which each single practice in a faculty development program must meet is that it relates to student learning. Whether these specific programs be *assistance to the faculty to continue graduate study, providing private offices for faculty members, sabbatical leave for faculty members, annual financial assistance to faculty to attend meetings* or even *special training for faculty secretaries*, a clear relationship should exist between each practice and increased learning of students within the community college.

The goals of a faculty development program may relate specifically to increasing a faculty member's depth in his academic area, his breadth across several areas, his ability to meet the needs of junior college students, or his understanding of and enthusiasm for his unique institution. Each of these specific goals is relatively meaningless unless that goal in fact leads to increased student learning. The relative effectiveness of a faculty development program can only be judged when a number of variables relating to such programs are measured. The following criteria may be helpful in assessing such effectiveness:

1. There should be a clear cut measure of the proportion of the junior college that is involved. The description of a specific faculty develop-

ment program should include not only the proportion of faculty, students, administrators or others involved, but the proportion of the total junior college program affected as well.

2. The faculty development program should involve new practices or expansions of existing practices for those involved. Faculty development monies are intended for development and should not be used to perpetuate the status quo.
3. Faculty development programs should be highly flexible. Faculty members are individuals, and as such their needs will vary. The program should be flexible enough to meet those changing needs.
4. The practices should relate to the individual goals of faculty as well as to the goals of the institution. Faculty development programs that do not relate to the goal of increased student learning have no reason for existence.
5. The planning for programs should involve those who will be affected. Only by involvement in the early planning phase will the basis for effective communication be established.
6. The plans for faculty development programs should be carefully detailed. Poor planning has consistently led to ineffective faculty development programs.
7. The plans should include an assessment of potential spin-off from faculty development programs. Effective faculty development practices will have

effects that are far reaching; they will affect a greater proportion of the institution than those involved directly in implementation.

8. Faculty development programs should include means for re-enforcing the involvement of those affected. Such re-enforcement may include released time, monetary rewards, publicity, or just communicating appreciation.
9. The plans for faculty development programs should include specific criteria for evaluation. After the fact evaluation will be relatively meaningless unless criteria are established prior to the implementation of a program.
10. Plans for faculty development programs should include a breakdown of costs and a means for accounting for funds during implementation.
11. Implementation of specific practices should follow the plans developed as closely as possible. Incomplete implementation of plans has led to discarding potentially effective practices in the past.
12. The evaluation of specific faculty development practices should be carried out by those involved in these programs. These analyses should be as objective as possible and based upon the criteria developed in the plan.
13. The evaluation of a specific practice should include a subjective analysis by those involved in the program.
14. Communication should be stressed. Whether in the development, implementation, or follow-up of specific practices, communication is a crucial

component. Ineffective communication will undoubtedly lead to failure in spite of careful planning and complete implementation.

15. The evaluation of faculty development programs should include cost/effectiveness analyses. With limited funds priorities must be set in ways that will give greatest increase in student learning per dollar of faculty development money spent.

Faculty members must come to regard faculty development programs as services available to them that can help meet their individual needs. These needs, enumerated earlier in this study, must be taken into account by those responsible for organizing faculty development programs and integrated with organizational expectations so programs may realistically contribute to the improvement of instruction. A comprehensive planning technique such as that offered in the preceding section could be helpful in improving these programs.

The results of this study show that other than offering additional seminars and courses designed to meet the particular needs of junior colleges' teachers, no given set of practices can, by itself, make possible a high quality program of faculty development. Rather, it is careful planning and sufficient funding of the programs that now exist that can best contribute to the professionalization of faculty in the junior college.

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APPENDIX A

INTERVIEW GUIDE

IN-SERVICE PROGRAMS FOR FACULTY DEVELOPMENT

You are being asked the following questions so that we might obtain a general picture of faculty development programs at your junior college. You may be assured that your identity, your replies, even the identity of the college at which you are employed will remain confidential, and will not be included in any reports. This interview centers on but one portion of a project that will include detailed studies of faculty development programs at a limited number of junior colleges in Florida.

The purpose of this interview is to obtain information about some of the practices, conditions, and provisions in your junior college that may:

(1) help the newly employed faculty member to become a fully functioning member of the junior college team,

(2) help the faculty members to improve the quality of their instruction,

(3) help the faculty member to become motivated toward personal and professional growth,

(4) help keep faculty morale high, and

(5) help the faculty member to advance the purposes of the junior college. (39, pp. 124-129).

1. In light of this implied definition of "faculty development programs," what do you see as the primary aims of such a program?

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

D. _____

_____

_____

E. _____

_____

_____

2. What do you see as the main obstacles in setting up an effective faculty development program?

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

D. _____

_____

_____

E. _____

_____

_____

You will now be asked to respond to a number of practices used by various junior colleges in their faculty development programs. Please state: (A) whether you think the program is: (1) worthless, (2) of little value, (3) fairly worthwhile, or (4) extremely important; (B) whether, as far as you know, this program is available at your junior college; and (C) whether this practice is working (1) not at all, (2) poorly, (3) moderately well, or (4) very well at your junior college.

PROGRAM	VALUE	AVAILABILITY	EFFECTIVENESS
A planned orientation program for all new faculty.	____	_____	_____
A workshop for all faculty before the beginning of the fall term.	____	_____	_____
A faculty handbook	____	_____	_____
Scheduled conferences in each department to deal with the improvement of instruction.	____	_____	_____
A lightened load for all first-year faculty	____	_____	_____

	PROGRAM	VALUE	AVAILABILITY	EFFECTIVENESS
f.	The use of experienced teachers with first-year faculty in developing instructional techniques.	_____	_____	_____
g.	A professional library for the faculty	_____	_____	_____
h.	An organized series of discussions of teaching in a junior college	_____	_____	_____
i.	An organized, systematic, and periodic self-study of the junior college.	_____	_____	_____
j.	Systematic visitation of classes by administrators.	_____	_____	_____
k.	Systematic intravisitation within the junior college by faculty	_____	_____	_____
l.	Systematic intervisitation with other junior college faculties	_____	_____	_____
m.	Active faculty committee charged with improving instruction	_____	_____	_____
n.	Adjustment of teaching loads of individuals to allow time for faculty committee work.	_____	_____	_____
o.	Private offices for all faculty	_____	_____	_____
p.	Annual financial assistance for faculty members to attend professional meetings.	_____	_____	_____
q.	Assistance to the faculty to continue graduate study.	_____	_____	_____
r.	Sabbatical leaves for faculty members	_____	_____	_____

	PROGRAM	VALUE	AVAILABILITY	EFFECTIVENESS
s.	A series of consultants to discuss the problems of teaching in a junior college	_____	_____	_____
t.	Extended leaves of absence for the furthering of professional growth.	_____	_____	_____

4. What other practices do you think should be included in a program of faculty development?

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

D. _____

_____

_____

E. _____

_____

_____

F. _____

_____

_____

5. Which of these is used at your junior college?

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

6. How valuable is this practice to your junior college?

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

7. How effective is this practice at your junior college?

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

8. There are a number of areas that junior college people have thought to be of importance in programs of faculty development. A few of these are listed below. We would like your opinion of: (a) how important each of these areas is, (b) what, if anything your junior college is doing about it (please be specific), and (c) what you think of what they are doing in this area.

A. Giving the new faculty member information about the total junior college; its aims, its philosophy, and its policies and regulations

1. _____

2. _____

_____

3. _____

B. Helping the new faculty member to become sympathetic with and concerned about the philosophy, aims, and purposes of the junior college.

1. _____

2. _____

_____

3. _____

C. Providing new faculty with information about the characteristics of fellow faculty members and the student body.

1. _____

2. _____

_____

3. _____

D. Giving an orientation to the wives of new faculty.

1. _____

2. _____

_____

3. _____

E. Giving the new faculty member information about the community.

1. _____

2. _____

_____

3. _____

F. Providing social activities, especially for introducing new faculty.

1. _____

2. _____

_____

3. _____

G. Providing faculty members with continuing personal assistance in solving their teaching problems.

1. _____

2. _____

_____

3. _____

2

H. Giving faculty member non-professional aides for the routines related to teaching.

1. _____

2. _____

_____

3. _____

I. Stimulating the flow of innovative ideas and suggestions for the improvement of the college.

1. _____

2. _____

_____

3. _____

J. Assuring faculty members freedom of action, thought, and expression.

1. _____

2. _____

_____

3. _____

K. Periodic evaluation of the faculty for the improvement of instruction.

1. _____

2. _____

_____

3. _____

BACKGROUND DATA

I. Your title _____

II. Degrees received _____ Major(s) _____ Minor(s) _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

III. Previous experience in education:

_____

_____

_____

_____

_____

_____

IV. Have you ever had a formal course or a faculty development program that dealt specifically with:

	COURSE(S)	FACULTY DEVELOPMENT PROGRAM(S)
A. The philosophy of the junior college and its place in the educational structure.	_____	_____
B. Human growth and development, including the special problems of students in the junior college age group.	_____	_____
C. Curriculum and instruction at the junior college.	_____	_____
D. A supervised teaching experience or internship at a junior college.	_____	_____

	COURSE(S)	FACULTY DEVELOPMENT PROGRAM(S)
E. The place of occupational, technical, adult, and transfer programs in a junior college curriculum.	_____	_____
F. Work in the special field you teach (if applicable.)	_____	_____

V. How long have you been employed at this junior college?

_____ Years _____ Months

VI. Your average age for the past five years _____